

DATABANK

The American Freshman: 1982 Survey of Characteristics and Attitudes

Characteristics

Age by December 31, 1982:

16 or younger	0.1%
17	2.5%
18	74.2%
19	18.9%
20	1.8%
21	1.3%
22	0.6%
23-25	0.4%
26-29	0.1%
30 or older	0.0%

Racial background:

White	85.2%
Black	8.5%
American Indian	1.0%
Oriental	1.4%
Mexican	0.9%
Puerto Rican	0.9%
Other	1.4%

Average grade in high school:

A or A+	9.6%
A-	11.4%
B+	19.3%
B	26.5%
B-	13.9%
C+	12.0%
C	7.1%
D	0.4%

Academic rank in high school:

Top 20%	39.6%
Second 20%	23.2%
Middle 20%	30.6%
Fourth 20%	5.8%
Lowest 20%	0.9%

Year of high-school graduation:

1982	94.0%
1981	2.8%
1980	0.8%
1979 or earlier	1.5%
H. S. equivalency (G. E. D. test)	0.7%
Never completed high school	0.2%

Marital status:

Not presently married	98.8%
Married, living with spouse	0.9%
Married, not living with spouse	0.3%

Veteran:

No	98.7%
Yes	1.3%

Have had remedial work in:

English	5.3%
Reading	5.1%
Mathematics	7.6%
Social studies	3.9%
Science	3.9%
Foreign language	3.3%

Will need remedial work in:

English	11.3%
Reading	4.4%
Mathematics	22.1%
Social studies	2.6%
Science	9.3%
Foreign language	7.5%

Disabled:

No	94.6%
Yes	5.4%

Type of disability:

Hearing	8.7%
Speech	1.9%
Visual	45.8%
Orthopedic	13.1%
Learning	6.0%
Health-related	10.7%
Other	7.1%

Does handicap require architectural changes?

No	98.1%
Yes	1.9%

Residence planned during fall term:

With parents, relatives or apartment	5.8%
College dormitory	58.2%
Fraternity/sorority house	0.5%
Other campus housing	1.4%
Other	0.9%

Residence preferred during fall term:

With parents or relatives	19.4%
Other private home or apartment	25.8%
College dormitory	43.8%
Fraternity/sorority house	5.0%
Other campus housing	3.8%
Other	2.2%

Current religious preference:

Jewish	3.0%
Protestant	33.7%
Roman Catholic	38.9%
Other	17.2%
None	7.3%

Father's religious preference:

Jewish	3.5%
Protestant	35.8%
Roman Catholic	37.8%
Other	16.5%
None	6.5%

Father's Occupation:

Artist (incl. performer)	0.9%
Businessman	29.6%
Member of clergy or religious worker	1.0%
Engineer	9.0%
Farmer or forester	3.9%
Lawyer	1.6%
Military man	1.8%
Physician or dentist	2.2%
Other health professional	1.4%
Research scientist	0.6%
Teacher or administrator, college	1.0%
Teacher or administrator, elementary	0.6%
Teacher or administrator, secondary	3.5%
Worker, skilled	11.1%
Worker, semiskilled	5.0%
Worker, unskilled	3.3%
Other occupation	21.4%
Unemployed	2.1%

Father's education:

Grammar school or less	4.5%
Some high school	10.0%
High-school diploma	29.6%
Postsecondary other than college	4.6%
Some college	13.4%
College degree	20.1%
Some graduate school	2.3%
Graduate degree	15.4%

Mother's religious preference:

Jewish	3.3%
Protestant	36.5%
Roman Catholic	39.4%
Other	17.2%
None	3.5%

Mother's occupation:

Artist (incl. performer)	1.4%
Businesswoman	10.1%
Member of clergy or religious worker	0.1%
Clerical worker	11.5%
Engineer	0.1%
Farmer or forester	0.4%
Homemaker (full time)	22.8%
Lawyer	0.1%
Nurse	7.7%
Physician or dentist	0.3%
Other health professional	1.8%
Research scientist	0.1%
Social, Welfare, or recreation Worker	1.2%
Teacher or administrator, college	0.3%
Teacher or administrator, elementary	5.9%
Teacher or administrator, secondary	3.3%
Worker, skilled	2.01%
Worker, semiskilled	3.5%
Worker, unskilled	2.4%
Other occupation	17.2%
Unemployed	8.0%

Mother's education:

Grammar school or less	3.0%
Some high school	8.0%
High-school diploma	41.2%
Postsecondary other than college	7.3%
Some college	14.6%
College degree	17.0%
Some graduate school	2.1%
Graduate degree	6.8%

Twin status

No	98.2%
Yes, identical	0.6%
Yes, fraternal	1.2%

Students estimate chances are very good that they will:

Change major field	11.9%
Change career choice	11.0%
Fail one or more courses	1.4%
Graduate with honors	11.8%
Be elected to student office	2.8%
Get a job to pay college expenses	39.1%
Work full time while attending college	3.2%
Join a social fraternity or sorority	16.1%
Live in a coeducational dormitory	28.2%
Play football or basketball	4.6%
Be elected to an honor society	6.7%
Make at least a B average	41.3%
Need extra time to complete degree	5.2%
Need tutoring in some courses	9.4%
Work at outside job	21.3%
Seek vocational counseling	5.6%
Seek individual counseling	3.6%
Get a bachelor's degree	65.0%
Participate in student protests	4.1%
Drop out temporarily	1.1%
Drop out permanently	0.8%
Transfer to another college	10.5%
Be satisfied with college	55.4%
Find employment in preferred field	69.6%
Marry while in college	4.8%
Marry within a year after college	16.6%

Number of other colleges applied to for admission this year:

None	38.6%
One	16.7%
Two	16.7%
Three	13.6%
Four	6.8%
Five	3.7%
Six or more	3.9%

Number of other college acceptances this year:

None	45.0%
One	19.9%
Two	16.7%
Three	10.6%
Four	4.5%
Five	1.8%
Six or more	1.5%

College attended is student's:

First choice	73.6%
Second choice	19.9%
Third choice	4.4%
Other	2.1%

Distance from home to college:

5 miles or less	9.7%
6-10 miles	10.6%
11-50 miles	25.6%
51-100 miles	16.3%
101-500 miles	29.6%
More than 500 miles	7.9%

Reasons noted as very important in deciding to go to college:

Parents' wishes	33.1%
Could not find job	7.4%
Wanted to get away from home	10.1%
To be able to get a better job	77.9%
To gain general education	66.2%
To improve reading and study skills	39.5%
Nothing better to do	2.3%
To become a more cultured person	33.8%
To be able to make more money	69.8%
To learn more about things	72.5%
To meet new, interesting people	54.6%
To prepare for graduate school	45.4%

Reasons noted as very important in selecting college attended:

Relatives' wishes	6.6%
Teacher's advice	4.0%
Good academic reputation	53.5%
Offered financial assistance	16.7%
Not accepted anywhere else	2.7%
Advice of former student	14.9%
Offers special programs	25.5%
Low tuition	20.6%
Advice of guidance counselor	7.7%
Wanted to live at home	11.1%
Friend's suggestion	7.2%
Recruited by college	4.3%

Highest degree planned at college attended:

None	4.0%
Associate (or equiv.)	28.5%
Bachelor's	50.7%
Master's	10.7%
Ph.D. or Ed.D.	1.5%
M.D., D.O., D.D.S., or D.V.M.	1.5%
LL.B. or J.D.	1.0%
B.D. or M.Div.	0.3%
Other	1.7%

Highest degree planned anywhere:

None	1.9%
Associate (or equiv.)	8.3%
Bachelor's	38.3%
Master's	30.5%
Ph.D. or Ed.D.	8.2%
M.D., D.O., D.D.S., or D.V.M.	6.0%
LL.B. or J.D.	4.3%
B.D. or M.Div.	0.5%
Other	2.1%

Probable field of study:

Accounting	6.2%
Aeronautical engineering	1.2%
Agriculture	1.9%
Anthropology	0.1%
Architecture, urban planning	0.9%
Art, fine and applied	2.1%
Arts and humanities (misc.)	0.6%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.5%
Biological sciences (misc.)	0.6%
Biology (general)	1.5%
Botany	0.1%
Building trades	0.3%
Business (misc.)	1.2%
Business administration (general)	7.1%
Business education	0.2%
Chemical engineering	1.2%
Chemistry	0.8%
Civil engineering	0.9%
Communications	2.1%
Computer science	4.4%
Data processing, computer programming	4.0%
Drafting or design	0.6%
Earth science	0.3%
Economics	0.4%
Education (misc.)	0.4%
Electrical or electronic engineering	4.0%
Electronics	0.9%
Elementary education	2.3%
Engineering (misc.)	0.8%
English	0.8%
Ethnic studies	0.0%
Finance	0.9%
Foreign language	0.5%
Geography	0.0%
Health technology	1.5%
History	0.5%
Home economics	0.4%
Industrial engineering	0.5%
Forestry	0.7%
Journalism	1.5%
Law enforcement	1.5%
Library science	0.0%
Management	4.4%
Marine science	0.1%
Marine-life science	0.3%
Marketing	1.9%
Mathematics	0.8%
Mechanical engineering	2.5%
Mechanics	0.5%

Microbiology or

bacteriology	0.3%
Military science	0.1%
Music	1.1%
Music or art education	0.3%
Nursing	4.0%
Pharmacy	0.4%
Philosophy	0.1%
Physical education	1.2%
Physical sciences (misc.)	0.2%
Physics	0.3%
Political science	1.9%
Pre-dental, pre-medical, pre-veterinary	3.1%
Professional (misc.)	1.3%
Psychology	2.1%
Secondary education	0.6%
Secretarial studies	2.5%
Social work	0.9%
Social sciences (misc.)	0.2%
Sociology	0.2%
Special education	1.0%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.7%
Theology and religion	0.2%
Therapy	1.7%
Women's studies	0.0%
Zoology	0.4%
Other fields	1.2%
Other technical fields	0.6%
Undecided	4.6%

Probable career occupation:

Accountant or actuary	5.8%
Actor or entertainer	0.9%
Architect or urban planner	1.4%
Artist	1.7%
Business (clerical)	1.9%
Business executive	10.5%
Business proprietor	2.7%
Business salesperson or buyer	1.2%
Clergy (minister or priest)	0.2%
Clergy (misc.)	0.1%
Clinical psychologist	0.9%
Computer programmer or analyst	8.8%
Conservationist or forester	0.9%
Dentist	0.7%
Dietitian or home economist	0.3%
Educator (college)	0.2%
Educator (elementary)	3.0%
Educator (secondary)	1.7%
Engineer	12.0%
Farmer or rancher	1.2%
Foreign-service worker	0.5%
Homemaker (full time)	0.1%
Interior decorator	0.5%
Interpreter	0.2%
Journalist or writer	2.1%
Lab technician or hygienist	1.3%
Law-enforcement officer	1.2%
Lawyer or judge	4.3%
Military person	0.9%
Musician	1.1%
Nurse	4.0%
Optometrist	0.2%
Pharmacist	0.4%
Physician	3.6%
Research scientist	1.5%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or recreation worker	1.1%
Statistician	0.1%
Therapist	2.0%
Veterinarian	1.2%
Skilled trades	1.6%
Other occupation	6.6%
Undecided	9.51%

Estimated parental income:

Less than \$4,000	2.9%
\$4,000-\$5,999	2.2%
\$6,000-\$7,999	2.4%
\$8,000-\$9,999	2.9%
\$10,000-\$12,499	5.2%
\$12,500-\$14,999	5.0%
\$15,000-\$19,999	9.1%
\$20,000-\$24,999	13.2%
\$25,000-\$29,999	11.5%
\$30,000-\$34,999	12.0%
\$35,000-\$39,999	8.5%
\$40,000-\$49,999	10.6%

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\$50,000-\$99,999	11.3%	\$1-\$499	7.4%	\$1,000-\$1,499	2.3%	\$500-\$999	5.3%	\$1,500-\$2,000	0.6%
\$100,000 or more	3.3%	\$500-\$999	6.4%	\$1,500-\$2,000	0.5%	\$1,000-\$1,499	1.7%	Over \$2,000	0.9%
		\$1,000-\$1,499	4.7%	Over \$2,000	0.2%	\$1,500-\$2,000	0.5%		
		\$1,500-\$2,000	2.9%			Over \$2,000	0.8%		
		Over \$2,000	1.9%						
Number of parents' dependents:		Pell Grant:		Support from personal GI benefits:		Support from summer work:		Support from National Direct Student Loan:	
One	5.8%	None	94.3%	None	99.4%	None	58.7%	None	93.8%
Two	10.7%	Heard of the program	57.7%	\$1-\$499	0.2%	\$1-\$499	19.8%	\$1-\$499	1.4%
Three	21.2%	Applied for aid	38.1%	\$500-\$999	0.1%	\$500-\$999	11.6%	\$500-\$999	1.7%
Four	27.4%	Qualified for aid	23.5%	\$1,000-\$1,499	0.1%	\$1,000-\$1,499	5.7%	\$1,000-\$1,499	1.4%
Five	20.4%			\$1,500-\$2,000	0.1%	\$1,500-\$2,000	2.4%	\$1,500-\$2,000	0.7%
Six or more	14.5%			Over \$2,000	0.2%	Over \$2,000	1.8%	Over \$2,000	1.0%
Number of other dependents currently attending college:		Support from Supplemental Educational Opportunity Grant:		Support from parent's GI benefits:		Support from savings:		Support from other loan:	
None	65.4%	None	94.3%	None	99.2%	None	81.5%	None	95.9%
One	25.0%	\$1-\$499	2.5%	\$1-\$499	0.3%	\$1-\$499	10.7%	\$1-\$499	0.8%
Two	6.8%	\$500-\$999	1.6%	\$500-\$999	0.1%	\$500-\$999	3.3%	\$500-\$999	0.8%
Three or more	2.9%	\$1,000-\$1,499	0.9%	\$1,000-\$1,499	0.1%	\$1,000-\$1,499	1.6%	\$1,000-\$1,499	0.7%
		\$1,500-\$2,000	0.4%	\$1,500-\$2,000	0.1%	\$1,500-\$2,000	1.0%	\$1,500-\$2,000	0.7%
		Over \$2,000	0.2%	Over \$2,000	0.2%	Over \$2,000	1.6%	Over \$2,000	1.2%
Concern about financing college:		Support from state scholarship or grant:		Support from other private grants:		Federal Guaranteed Student Loan:		Support from Social Security benefits:	
None	31.6%	None	85.6%	None	92.7%	None	48.5%	None	96.8%
Some	51.2%	\$1-\$499	6.9%	\$1-\$499	3.3%	Heard of program	22.6%	\$1-\$499	1.3%
Much	17.2%	\$500-\$999	4.0%	\$500-\$999	1.8%	Applied for aid	19.0%	\$500-\$999	0.7%
		\$1,000-\$1,499	2.0%	\$1,000-\$1,499	1.1%	Qualified for aid	19.0%	\$1,000-\$1,499	0.5%
		\$1,500-\$2,000	0.8%	\$1,500-\$2,000	0.5%			\$1,500-\$2,000	0.3%
		Over \$2,000	0.7%	Over \$2,000	0.7%			Over \$2,000	0.4%
Support from parental aid:		Support from college grant:		Support from full-time employment:		Support from federal Guaranteed Student Loan:		Other sources of support:	
None	28.2%	None	88.1%	None	98.1%	None	79.2%	None	97.0%
\$1-\$499	16.8%	\$1-\$499	3.6%	\$1-\$499	0.8%	\$1-\$499	1.8%	\$1-\$499	1.1%
\$500-\$999	10.2%	\$500-\$999	2.8%	\$500-\$999	0.5%	\$500-\$999	2.3%	\$500-\$999	0.4%
\$1,000-\$1,499	8.0%	\$1,000-\$1,499	2.0%	\$1,000-\$1,499	0.2%	\$1,000-\$1,499	3.3%	\$1,000-\$1,499	0.3%
\$1,500-\$2,000	7.8%	\$1,500-\$2,000	1.1%	\$1,500-\$2,000	0.1%	\$1,500-\$2,000	4.2%	\$1,500-\$2,000	0.2%
Over \$2,000	29.0%	Over \$2,000	2.4%	Over \$2,000	0.2%	Over \$2,000	9.2%	Over \$2,000	1.0%
Support from spouse:		Support from College Work-Study grant:		Support from full-time employment (Continued):		Support from college loan:			
None	99.2%	None	88.2%	\$1,000-\$1,499	0.2%	None	96.5%		
\$1-\$499	0.4%	\$1-\$499	4.5%	\$1,500-\$2,000	0.1%	\$1-\$499	0.8%		
\$500-\$999	0.1%	\$500-\$999	4.4%	Over \$2,000	0.2%	\$500-\$999	0.7%		
\$1,000-\$1,499	0.1%					\$1,000-\$1,499	0.6%		
\$1,500-\$2,000	0.0%					\$1,500-\$2,000	0.2%		
Over \$2,000	0.2%					Over \$2,000	1.0%		
Support from Pell Grant:				Support from part-time employment:					
None	76.8%			None	76.3%				
				\$1-\$499	15.6%				

Attitudes

Political views:

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Far left	2.1%	1.5%	1.8%	1.9%	2.9%	2.0%	2.0%	1.5%	1.3%	1.3%	1.5%	5.3%	4.2%
Liberal	18.5%	19.4%	18.9%	16.7%	18.4%	18.6%	24.6%	18.3%	18.6%	19.8%	25.3%	22.8%	32.3%
Middle of the road	55.9%	63.7%	59.8%	64.9%	58.9%	60.2%	53.0%	53.9%	60.8%	57.5%	48.8%	50.5%	45.9%
Conservative	22.0%	14.9%	18.4%	15.6%	18.1%	18.1%	19.3%	25.2%	18.2%	20.6%	23.2%	18.6%	15.6%
Far right	1.5%	0.6%	1.0%	0.9%	1.7%	1.1%	1.1%	1.1%	1.1%	0.9%	1.1%	2.7%	2.0%

Agree strongly or somewhat that:

Government isn't protecting consumer	64.4%	73.1%	68.8%	70.7%	70.9%	70.5%	69.7%	66.8%	68.4%	64.6%	62.4%	77.4%	80.5%
Government isn't controlling pollution	74.9%	82.2%	78.6%	78.6%	77.0%	79.2%	81.2%	78.8%	80.5%	76.6%	79.7%	79.1%	82.1%
Government should discourage the use of energy	74.5%	80.8%	77.6%	76.5%	77.1%	78.5%	79.8%	77.2%	78.8%	77.6%	79.2%	75.8%	76.9%
Military spending should be increased	47.9%	29.9%	38.8%	40.7%	44.4%	40.1%	31.7%	37.5%	30.3%	39.0%	31.5%	41.3%	31.1%
Criminals have too many rights	74.3%	65.5%	69.8%	71.1%	66.4%	69.3%	67.3%	69.9%	69.1%	70.5%	67.7%	56.9%	53.6%
Inflation is the country's biggest domestic problem	75.9%	81.9%	78.9%	82.3%	80.4%	80.5%	74.4%	75.9%	77.4%	75.5%	69.8%	83.6%	82.4%
The death penalty should be abolished	23.1%	33.5%	28.4%	26.6%	30.3%	29.0%	30.8%	29.7%	35.8%	27.1%	31.1%	45.5%	48.2%
Government should provide a national health-care plan	54.4%	60.5%	57.5%	61.3%	59.5%	59.9%	57.3%	51.0%	57.4%	50.7%	50.4%	75.0%	74.7%
Abortion should be legalized	53.7%	55.9%	54.8%	53.3%	54.4%	54.8%	62.7%	47.0%	34.8%	59.1%	58.2%	61.4%	62.7%
Grading in high school is too easy	55.1%	54.0%	54.5%	52.8%	43.5%	53.2%	57.3%	57.7%	55.2%	58.4%	60.5%	38.1%	45.2%
Women's activities should be confined to the home	33.6%	17.6%	25.5%	27.7%	30.9%	25.2%	22.1%	27.6%	22.4%	23.0%	19.7%	32.1%	27.4%
Couples should live together before marriage	48.3%	37.5%	42.8%	47.3%	43.3%	40.8%	47.9%	28.4%	32.1%	40.4%	42.2%	48.8%	44.1%
Large families should be discouraged	42.4%	32.3%	37.3%	37.8%	35.4%	35.9%	39.0%	37.8%	25.6%	39.6%	36.7%	30.9%	28.4%
Divorce laws should be liberalized	46.8%	42.5%	44.6%	48.9%	48.2%	44.8%	44.3%	32.7%	32.7%	42.2%	39.4%	57.9%	57.2%
It is all right for people who like each other to have sex	64.0%	32.8%	48.2%	52.3%	45.2%	47.1%	51.5%	33.2%	33.6%	48.1%	47.1%	54.5%	48.0%
Women should have job equality	68.2%	96.6%	92.5%	91.6%	88.7%	92.7%	94.1%	92.0%	94.1%	93.2%	94.9%	91.8%	92.6%
The rich should pay a larger share of taxes	72.4%	71.7%	72.1%	75.0%	69.5%	75.2%	68.4%	70.5%	70.7%	68.4%	61.7%	78.6%	78.2%
Marijuana should be legalized	32.5%	26.4%	29.4%	32.2%	30.1%	27.7%	32.8%	19.3%	22.5%	28.6%	29.1%	34.9%	31.6%
Busing to achieve racial balance is all right	43.8%	49.8%	46.8%	50.3%	55.3%	48.2%	47.5%	44.4%	43.1%	38.8%	41.6%	70.2%	71.7%
Homosexual relations should be prohibited	57.0%	37.6%	47.2%	51.3%	56.2%	47.6%	39.0%	53.7%	41.1%	43.1%	32.9%	52.8%	47.1%

College has the right to regulate off-campus behavior	15.9%	13.2%	14.5%	15.0%	20.5%	15.2%	13.3%	18.6%	12.8%	11.5%	12.5%	27.8%	25.5%
Students should help evaluate faculty members	69.9%	70.0%	70.0%	68.4%	65.4%	69.6%	71.7%	68.6%	70.1%	72.9%	73.5%	63.8%	65.6%
College grades should be abolished	17.1%	12.4%	14.7%	15.7%	20.4%	14.5%	14.2%	13.2%	13.2%	13.9%	12.6%	22.1%	17.6%
Student publications should be regulated	39.3%	41.9%	40.6%	43.9%	48.9%	41.8%	35.4%	47.4%	39.7%	34.5%	29.5%	54.4%	52.6%

Objectives considered essential or very important:

Achieving in a performing art	10.0%	12.8%	11.7%	8.6%	13.5%	13.3%	15.6%	14.1%	11.5%	12.3%	15.1%	17.7%	18.0%
Becoming an authority in his or her field	75.1%	71.9%	73.5%	70.3%	72.4%	75.5%	75.0%	71.4%	71.8%	76.6%	77.1%	79.8%	83.8%
Obtaining recognition from colleagues	57.1%	53.6%	55.3%	51.1%	54.6%	57.7%	58.7%	50.7%	53.6%	59.6%	60.5%	62.9%	68.6%
Influencing the political structure	18.1%	11.7%	14.8%	11.5%	14.9%	15.6%	18.1%	15.6%	16.0%	16.7%	21.4%	23.8%	31.1%
Influencing social values	28.6%	33.6%	31.1%	27.4%	34.0%	32.8%	33.6%	36.8%	35.1%	31.5%	34.4%	42.5%	48.1%
Raising a family	66.2%	67.9%	67.1%	65.4%	65.2%	67.1%	66.3%	70.5%	72.3%	68.6%	69.1%	56.0%	60.2%
Having administrative responsibility	41.9%	39.1%	40.5%	39.6%	40.9%	42.7%	38.1%	36.2%	39.7%	42.1%	39.7%	49.5%	48.4%
Being very well-off financially	73.1%	64.9%	68.9%	70.8%	66.6%	69.6%	66.5%	58.0%	61.9%	70.7%	66.9%	82.9%	81.3%
Helping others who are in difficulty	53.5%	68.4%	61.6%	57.3%	61.9%	64.4%	63.3%	66.6%	67.9%	61.4%	65.5%	71.7%	74.9%
Making a contribution to scientific theory	18.1%	10.4%	14.2%	12.6%	12.2%	13.9%	15.5%	12.1%	11.8%	16.9%	20.1%	17.3%	24.2%
Writing original works	11.1%	12.1%	11.6%	9.0%	11.9%	11.8%	16.0%	12.7%	12.0%	12.7%	16.6%	13.7%	17.2%
Creating artistic works	10.9%	13.9%	12.4%	10.8%	18.8%	12.0%	17.3%	12.1%	12.6%	12.6%	12.5%	15.7%	14.3%
Being successful in his or her own business	54.7%	44.8%	49.7%	49.1%	56.7%	48.9%	50.9%	46.9%	46.4%	50.7%	49.7%	66.2%	66.0%
Helping clean up environment	25.3%	20.5%	22.9%	22.1%	24.4%	23.5%	25.4%	22.5%	21.1%	22.7%	22.0%	32.7%	31.9%
Developing a philosophy of life	46.0%	47.5%	46.7%	40.1%	46.3%	47.9%	52.7%	52.1%	52.1%	50.1%	58.5%	58.5%	64.3%
Participating in community action	21.2%	24.4%	22.8%	18.2%	25.3%	25.0%	25.7%	26.3%	26.0%	24.5%	27.3%	37.2%	43.1%
Promoting racial understanding	28.7%	32.5%	30.7%	24.3%	32.3%	34.9%	38.1%	35.4%	33.6%	30.0%	39.7%	64.1%	72.1%
Keeping up with political affairs	43.4%	33.1%	38.2%	29.5%	31.6%	39.5%	46.3%	40.5%	43.2%	45.0%	56.8%	43.1%	55.6%

Source: "The American Freshman: National Norms for Fall, 1982," by Alexander W. Astin, Published by American Council on Education and University of California at Los Angeles.

UNCONVENTIONAL

A. Michael DeSisto operates two private schools for very troubled high-school students. He combines an emphasis on discipline and structure with "back-to-basics-with-love"—an approach that is endorsed by the parents of his students and lauded in national magazines.

Story on Page 8.

UNDEMANDING

The directors of two major studies say that the nation's high schools are not very challenging, that the majority of students receive a poor-to-mediocre education, and that overworked teachers have formed a "no-hassle" truce with their students that allows them to get by without much effort.

Story on Page 4.

UNRESOLVED

A federally sponsored study of whether black students learn more in desegregated classrooms has not, as intended, "cleared up questions" about previous studies. The researchers disagree over how to interpret the significance of their new findings.

Story on Page 11.

EDUCATION WEEK

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Families Stay in Private Schools In Spite of the Economic Strain

By Alex Heard and Sheppard Rambom

The economic recession has increased the financial strain on middle-income families with children in private schools, causing more of them to request loans or tuition-payment deferrals. But except in some of the hardest-hit areas of the country, parents have not yet been forced to withdraw their children from private schools in significant numbers.

Private-school officials, responding to an informal nationwide survey conducted by *Education Week*, reported that parents are making "extraordinary sacrifices" to ensure that their children stay in private schools.

The survey also revealed that requests for financial assistance are increasing substantially, prompting many private schools to increase their aid programs—in some cases by as much as 100 percent—to keep students in school and attract new students.

Aid Programs Augmented

Many schools have launched special fundraising drives to augment financial-aid programs, and some private foundations (such as the Independence Foundation in Philadelphia) are making special grants for student loans.

"I keep waiting for a definite falling off in applications from middle-income families, but it hasn't happened this year," said Charles E. Todd, headmaster of The Watkinson School in Hartford, Conn. "The most we're seeing is a leveling off in applications."

"We consider ourselves fortunate to have held our own in such bad times," reported Peter A. Zadeik Jr., superintendent of The Lutheran High School Association of Greater Chicago.

Enrollments at schools that belong to the National Association of Independent Schools (N.A.I.S.) grew 6.7 percent from 1977 to 1982, according to the organization.

Preliminary results of an N.A.I.S. study of 250 of its schools indicate that private-school enrollments did not decrease this year, except in isolated areas.

Independent schools in Michigan, a state hit hard by the slump in the automotive industry, and independent schools in cities

Continued on Page 19



Obadiah is a student at an unusual school in rural Idaho. See page 12.

States Begin Coordinating School Computer Use

By Charlie Euchner

Leaving concerns about the largest budget deficit in New York State's history to other officials, a Board of Regents committee has begun work on what could be the most ambitious and expensive plan nationwide to bring technology into schools and colleges.

The Regents last year appointed the 15-member panel to prepare recommendations for bringing state influence to bear on what is now the rapid but scattered growth of computer use in classrooms. That committee's report, which will be presented in

April, will lead to legislation that could carry a price tag of about \$40 million.

If even part of the program is approved by the legislature and signed into law by Gov. Mario M. Cuomo, New York will join Alaska, California, Delaware, Florida, North Carolina, Minnesota, and Texas—the states launching the most comprehensive technology initiatives in education.

An *Education Week* survey of most of the 50 states and the District of Columbia conducted over the past month has confirmed that most state agencies are just now beginning to get involved in the increasing use of computers in education.

That early involvement, the survey suggests, usually includes statewide seminars on "computer awareness," computer centers for demonstrations and software evaluations and copying, electronic bulletin boards, and the publishing of newsletters and guides for implementing computer initiatives.

Equity A Top Concern

State officials across the country say they are concerned about preserving local control over the schools. But governmental coordination of efforts is necessary, they add, to ensure fair access to programs and to avoid needless duplication of training and equipment.

"If you allow computer projects without some kind of state intervention," said Gregory Benson, the director of the Center for Learning Technology in New York's education department, "you are going to create as never before a 'have-have not' society. A whole segment of the population is going to be left behind."

Schools have so far relied mostly on local money and donations by manufacturers to bring computers into the classroom. Officials also report that many federal discretionary programs, such as the block-grant program, are being used to buy hardware.

The states hardest hit by the recession, such as Michigan and Washington, are having a hard time meeting the new demands for technology, their officials say.

Continued on Page 15

Not an Educator 'Picked Off by the Private Sector'

Macchiarola Will Carry On Work for N.Y. Schools

By Peggy Caldwell

NEW YORK—On a recent Friday morning, while legislators and other state officials were making financial decisions that would make the difference between retaining and immediately laying off 1,000 of New York City's public-school teachers, Frank J. Macchiarola did what, in almost any other case, would be described as switching hats a few times.

He met with staff members from the

Board of Education, including his erstwhile deputy, Acting Chancellor Richard F. Halverson; he held talks with officials of the New York City Partnership, of which Mr. Macchiarola is the new chief executive; and later in the day, he had lunch with a high-powered group of business and civic leaders.

But for Mr. Macchiarola, who last month resigned as the city's schools chancellor to head the Partnership, a coalition of business and civic groups, the transition is in

many ways an extension of some of his dearly held beliefs: that people and institutions will perform if asked to do so; that creative responses can mitigate the impact of fiscal hardship; that society's needs can be met only if everyone, from the public and private sectors alike, pitches in.

In accepting the \$150,000-a-year position with the Partnership, which absorbed the Chamber of Commerce and other business groups, Mr. Macchiarola nearly doubled his

Continued on Page 18

■ IN SUMMARY

The Easy Way Out

Two major studies conclude that the nation's high schools do not challenge the majority of their students. **Story on Page 4.**

Proposed Funding Change in California

A move is underway to earmark certain state taxes for municipalities and end categorical funding for schools. **Story on Page 4.**

Tensions Over Pensions in Minnesota

Teachers are challenging a new law that increases their pension contributions to ease the state's budget deficit. **Story on Page 6.**

Selecting Texts in Texas

A special committee is proposing changes in the controversial system used by the state to choose school textbooks. **Story on Page 6.**

Raising Revenues in Illinois

Education lobbies are backing Gov. James R. Thompson in his proposal for a \$1.5-billion income-tax increase. **Story on Page 7.**

Talking Out of School

Because he was penalized for speaking with school-board members, an Indiana teacher has been awarded \$514,000. **Story on Page 7.**

Good News and Bad News

Although high-school seniors are reducing their use of drugs, their rate of use is still "alarming," a study concludes. **Story on Page 7.**

Collaborative Efforts

Seeing a "mutual interest," schools and colleges are developing new programs to improve education in large cities. **Story on Page 14.**

Desegregation and Achievement

Does an integrated setting improve the academic performance of black students? A panel of scholars is divided. **Story on Page 11.**

Responding to the 'Crisis'

Two House committees have resolved their differences and are jointly sponsoring a new bill to support science education. **Story on Page 10.**

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

■ NATIONAL

Tax Break Opposed For Private Schools With Racial Bias

The federal government should continue to deny tax-exempt status to private schools that maintain racially discriminatory policies, the U.S. Commission on Civil Rights maintains in a new report.

In a 22-page monograph, "Discriminatory Religious Schools and Tax-Exempt Status," the commission's staff reviews national policy changes that led the Nixon Administration in 1971 to instruct the Internal Revenue Service to deny the tax exemptions that had been available since 1894.

It also discusses the events that occurred during the 11 years leading up to the Reagan Administration's reversal of that policy last February, when it supported Bob Jones University and the Goldboro Christian Schools in appeals that are currently pending before the U.S. Supreme Court.

"The eradication of racial discrimination, particularly in the area of education, is a compelling governmental interest of the highest order," the report says.

"To allow tax-exempt status," it continues, "to racially discriminatory private schools, whether religious or nonsectarian, would be contrary to the furtherance of that constitutional objective."

The monograph was approved unanimously by the commission's six members, according to a spokesman.

Fewer 'High Scorers' On Recent S.A.T.'s, College Board Finds

The number of top-scoring students on the Scholastic Aptitude Test has declined steeply in the past 10 years, according to the College Board.

Between 1972 and 1982, the number of students scoring 650 or higher on the verbal part of the test declined by 45 percent, from 53,794 to 29,236.

On the mathematics part of the test, the number of high-scoring students dropped by 23 percent, from 93,868 to 71,916.

The number of students taking the test declined by only 3 percent during that period.

U.S. Census Reports Fewer Move in U.S., Schools' Funds Rise

Teachers may find fewer new students in their classes at mid-year if a trend reported recently continues.

The percentage of Americans who changed their place of residence be-

tween 1980 and 1981 declined slightly from percentages found 10 and 20 years before, the Census Bureau reported this month.

Approximately 17 percent of Americans moved between 1980 and 1981, compared with 19 percent between 1970 and 1971, and 21 percent between 1960 and 1961.

The decline, according to the federal agency, is probably due to a steady drop in the average family size, increases in home ownership and two-income families, and the recent difficulties families have had in purchasing homes.

In another recent report, the bureau found that U.S. counties spent \$9.2 billion on education in 1981, an increase of 9.4 percent from 1980.

The proportion of county revenue spent on education declined, however. Approximately 15.4 percent of county budgets were devoted to education in 1981, a decrease from the previous year's level of 16.5 percent.

P.T.A. Asks Parents To Evaluate Schools

Saying that the task of improving the quality of education can best be accomplished at the "grassroots level," the National Parent-Teacher Association has asked its 25,000 local chapters to evaluate their public schools during 1983.

"We plan to mobilize parents and other concerned citizens to study their local school—to study its operation, to determine its strengths and weaknesses, and to join with administrators, teachers, and students to improve their school in order to better the lives and futures of the children of our nation," said Mary Ann

Leveridge, president of the 5.2-million member organization.

To help parents in carrying out this evaluation, the P.T.A. has prepared a "workbook" that includes detailed instructions on how to determine the quality of education provided by the school. The publication also suggests practical moves that parents and others might make to improve the schools.

"Experts tell us that one of the factors most responsible for improving the quality of education in our public schools is strong parental and community involvement," Ms. Leveridge said. The association will evaluate the findings of the local chapters.

One-Third of Donors Gave To Education

Contributions to charitable causes were made by nine out of 10 Americans in 1981, according to a new poll by a coalition of nonprofit, tax-exempt organizations.

Approximately one-third of donors gave to educational organizations, says the poll sponsored by the Washington, D.C.-based Independent Sector and other groups.

The poll found that donors gave an average total of \$475, of which \$45 was contributed to educational institutions or causes.

The level of educational attainment, income, and profession of the donor all had an effect on the amount contributed to charity, according to the poll. In addition, those who itemized their tax deductions gave two and one-half times as much to charity as those who took the standard deduction.

■ STATES

S.C. Invalidates Writing-Test Scores For 132,000 Pupils

The South Carolina State Board of Education last week invalidated the results of a writing test taken by 132,000 students last year, after state officials found that the test papers were graded incorrectly.

The statewide test, in its second year, was administered to 8th, 9th, and 11th graders and scored by Westinghouse Information Systems under a contract with the state, according to Paul Sandifer, the state education department's director of research.

When test results, distributed throughout the state, were found to be "exceptionally low," officials rescored a sample of the tests, Mr. Sandifer said. They subsequently found that a state employee was responsible for "inadequately communicating" the scoring criteria to the contractor, he said.

"The immediate reaction was that the state wasted money," Mr. Sandifer added. "But a writing assessment of this type is in the developmental stage; when you're dealing with papers that have to be hand-scored, there is not a well-developed scoring method, such as for multiple-choice tests."

The state board of education has decided against re-scoring all the tests, he said. "The purpose of the test was to provide feedback for remediation purposes. The worst thing that has happened as a result is that kids got more extra attention than they otherwise might have."

Ariz. Foundation For Public Education To Be Established

Arizona is forming a tax-exempt foundation to raise money from private sources for use by public schools in the state.

The Arizona Education Founda-

DATABANK

Teacher Supply/Demand by Field and Region



These tables are based on a survey of 60 university teacher-placement officials representing all regions of the country. It is an opinion survey, reflecting the best estimates of the respondents, and was conducted by James N. Akin, of the Career Planning and Placement Center at Kansas State University. Mr. Akin has conducted similar surveys each year since 1976 for the American Association for School, College, and University Staffing, a 700-member organization of placement and personnel officials.

REGION	Alaska	Hawaii	1	2	3	4	5	6	7	8	9	Continental United States						
Field												1983	1982	1981	1980	1979	1978	1976
Agriculture	1.00	4.00	4.00	3.50	4.33	4.00	4.25	4.50	4.66	3.75	3.00	4.02	4.36	4.46	4.73	4.67	4.69	4.06
Art	1.00	1.00	1.14	1.33	1.85	2.85	2.92	1.80	1.83	1.66	1.60	1.92	1.84	2.00	2.45	2.06	1.72	2.14
Bilingual Education	3.00	3.00	3.83	4.66	4.00	4.60	4.00	5.00	2.50	3.16	3.00	3.83	4.13	4.10	4.21	4.32	—	—
Business Education	4.00	4.00	3.33	5.00	3.00	3.16	2.66	3.00	3.16	3.80	3.00	3.24	3.47	3.50	3.80	3.65	3.52	3.10
Counselor-El.	3.00	4.00	2.83	3.40	3.20	3.60	4.41	3.00	2.50	2.00	2.33	3.03	2.72	3.05	3.38	2.96	3.00	3.15
Counselor-Sec.	3.00	4.00	2.80	2.83	3.20	3.50	2.81	3.50	2.66	2.00	2.33	2.83	2.79	3.13	3.76	3.03	3.31	2.69
Data Processing	2.50	—	4.00	4.00	4.50	4.50	4.66	4.40	4.25	4.40	4.50	4.36	4.35	—	—	—	—	—
Driver's Ed.	1.00	3.00	2.50	3.00	2.83	2.60	3.85	3.66	2.60	1.50	3.00	2.94	2.77	2.87	2.98	3.06	2.63	2.44
Elementary-Primary	1.00	1.00	2.00	2.66	2.11	1.85	3.43	1.60	1.66	1.83	1.33	2.11	2.02	2.24	2.77	2.19	2.84	1.78
Elementary-Inter.	1.00	1.00	1.79	2.66	2.20	2.28	3.35	1.80	1.83	1.83	1.00	2.11	2.26	2.56	2.84	2.33	1.97	1.90
English	1.00	3.00	2.36	3.00	2.10	3.71	3.62	2.80	2.66	3.00	2.60	2.90	3.21	3.37	3.51	2.78	2.30	2.05
Health Ed.	4.00	2.00	1.57	1.25	1.82	2.00	1.91	1.40	1.80	2.16	1.75	1.76	1.90	2.24	2.17	2.16	2.38	2.27
Home Economics	4.00	2.00	2.50	2.00	2.50	2.60	2.58	2.25	2.33	2.75	2.33	2.44	2.43	2.54	2.85	2.67	2.37	2.62
Industrial Arts	3.00	4.00	3.50	3.33	4.00	3.60	3.91	4.66	4.00	4.60	4.00	3.96	4.36	4.72	4.77	4.68	4.65	4.22
Journalism	3.00	1.00	2.50	1.75	2.25	3.16	3.50	2.40	2.66	2.66	1.50	2.63	2.61	2.77	2.98	2.50	2.54	2.86
Language-French	3.00	2.00	2.28	2.00	2.20	3.00	2.80	3.25	3.33	2.50	2.00	2.59	2.49	2.58	2.68	2.49	2.15	2.15
Language-German	3.00	2.00	2.14	1.83	2.16	3.14	2.50	3.66	3.16	2.33	1.66	2.51	2.48	2.58	2.70	2.17	2.28	2.03
Language-Spanish	3.00	2.00	2.85	2.33	2.71	3.00	2.83	3.50	3.16	2.40	2.20	2.77	2.68	2.95	3.34	2.88	2.84	2.47
Library Science	3.00	3.00	3.00	3.66	2.74	3.33	3.33	3.75	3.20	2.00	2.00	3.09	3.12	3.31	3.58	4.26	—	—
Mathematics	3.00	4.00	4.42	4.66	4.85	5.00	4.71	5.00	4.83	4.83	4.50	4.75	4.81	4.79	4.80	4.68	4.40	3.86
Music-Instr.	2.00	2.00	3.16	3.16	3.42	3.71	2.71	2.40	3.33	2.33	2.16	2.97	3.28	3.33	3.65	3.33	3.30	3.03
Music-Vocal	1.00	—	3.42	2.83	3.28	3.57	2.66	2.40	3.16	2.33	2.00	2.89	2.95	3.06	3.32	2.97	3.03	3.00
Physical Education	2.00	1.00	1.14	1.33	1.50	1.42	2.00	1.80	1.33	2.00	1.20	1.54	1.72	1.80	1.82	1.67	1.86	1.74
Psychologist (school)	1.00	—	3.25	3.40	3.60	3.80	2.60	3.00	3.00	3.00	2.75	3.19	3.56	3.70	3.87	3.43	3.68	3.09
Science-Biology	1.00	5.00	3.14	3.33	2.71	3.57	3.87	3.20	4.16	4.16	3.60	4.10	3.66	3.89	3.50	3.49	3.11	2.97
Science-Chemistry	1.00	5.00	3.71	3.83	3.85	4.57	4.50	4.00	5.00	4.83	4.40	4.30	4.13	4.42	4.18	4.09	3.97	3.72
Science-Earth	1.00	5.00	3.37	3.33	3.71	4.00	4.00	3.80	4.00	4.16	4.00	3.80	3.89	4.08	3.64	3.82	3.50	3.44
Science-Physics	1.00	5.00	3.85	3.83	4.28	5.00	4.42	4.40	5.00	4.83	4.60	4.46	4.41	4.56	4.28	4.36	3.91	4.04
Social Science	1.00	1.00	1.16	1.40	1.42	2.00	2.87	2.00	2.00	1.50	1.00	1.75	2.11	2.05	1.98	1.83	1.51	1.51
Social Worker (school)	4.00	—	2.25	1.66	3.00	3.00	2.00	1.50	2.00	2.33	3.00	2.27	2.34	—	—	—	—	—
Speech	3.00	1.00	2.00	2.50	2.40	2.57	3.14	2.33	2.00	3.20	1.00	2.51	2.76	2.65	2.50	2.47	2.48	2.46
Special-ED (PSA)	3.00	5.00	3.66	3.60	4.25	4.42	4.42	4.60	4.33	3.50	3.60	4.08	3.96	4.22	4.36	4.22	3.96	3.42
Special-Gifted	3.00	—	3.33	3.80	4.33	4.00	4.00	4.25	3.75	3.25	3.50	3.80	3.81	4.10	4.33	4.56	3.95	3.85
Special-LD	3.00	5.00	3.66	3.50	4.60	4.28	4.50	4.80	3.83	3.00	4.50	4.09	4.20	4.47	4.48	4.50	4.45	4.00
Special-MR	3.00	5.00	3.66	3.66	3.80	3.71	4.37	3.60	3.33	3.50	3.25	3.71	3.84	4.14	4.23	4.39	3.52	2.87
Special-Multi. Handl.	3.00	5.00	3.50	3.75	3.50	4.33	4.50	4.00	3.60	3.50	3.25	3.82	3.93	4.13	3.87	3.24	—	—
Special-Reading	3.00	—	3.28	3.33	3.91	3.33	4.14	4.00	2.83	3.16	2.50	3.39	3.73	4.21	4.23	4.27	4.09	3.96
Speech Path/Audiology	5.00	3.00	2.66	4.20	4.00	4.00	3.50	5.00	4.16	3.20	4.00	3.62	3.95	4.27	4.17	3.83	3.83	3.68
COMPOSITE	2.36	3.13	2.93	3.02	3.09	3.37	3.52	3.11	3.14	3.01	2.73	3.14	3.20	3.39	—	—	—	—

Regions are coded as follows: Alaska, Hawaii, 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast. Alaska and Hawaii are not included in the Continental United States totals.

5 = Considerable Shortage, 4 = Slight Shortage, 3 = Balanced, 2 = Slight Surplus, 1 = Considerable Surplus

— indicates data were not available

SOURCE: Association for School, College and University Staffing—James N. Akin

DATABANK

Relative Demand by Teaching Area and Year
Continental United States

	1983	1982	1981	1980	1979	1978	1976
Teaching fields with considerable teacher shortage (5.00-4.25):							
Mathematics	4.75	4.81	4.79	4.80	4.68	4.40	3.86
Science-Physics	4.46	4.41	4.55	4.28	4.36	3.91	4.04
Data Processing	4.36	3.86	—	—	—	—	—
Science-Chemistry	4.30	4.13	4.42	4.16	4.09	3.97	3.72
Teaching fields with slight teacher shortage (4.24-3.45):							
Science-Biology	4.10	3.66	3.98	3.50	3.49	3.11	2.97
Special Education (learning disabled)	4.08	4.20	4.47	4.48	4.50	4.45	4.00
Special Education (emotionally disturbed)	4.08	3.98	4.22	4.36	4.22	3.95	3.42
Vocational Agriculture	4.02	4.36	4.46	4.73	4.67	4.69	4.05
Industrial Arts	3.96	4.36	4.72	4.77	4.68	4.65	4.22
Bilingual Education	3.83	4.13	4.10	4.21	4.32	—	—
Special Education-Multi. Handicapped	3.82	3.93	4.13	3.87	3.24	—	—
Science-Earth	3.80	3.89	4.08	3.64	3.82	3.50	3.44
Special Education-Gifted	3.80	3.81	4.10	4.33	4.56	3.95	3.85
Special Education (mentally retarded)	3.71	3.84	4.14	4.23	4.39	3.52	2.87
Speech Path/Audiology	3.62	3.95	4.27	4.17	3.83	3.83	3.68
Teaching fields with balanced supply and demand (3.44-2.65):							
Special Education-Reading	3.39	3.73	4.21	4.23	4.27	4.09	3.96
Business	3.24	3.47	3.50	3.80	3.65	3.52	3.10
School Psychologist	3.19	3.56	3.70	3.57	3.43	3.68	3.09
Library Science	3.09	3.12	3.31	3.58	4.26	—	—
Counselor-Elementary	3.03	2.72	3.05	3.38	2.95	3.00	3.15
Music-Instrumental	2.97	3.28	3.33	3.65	3.33	3.30	3.03
Driver's Education	2.94	2.77	2.87	2.98	3.06	2.63	2.44
English	2.90	3.21	3.37	3.51	2.78	2.30	2.05
Music-Vocal	2.89	2.95	3.06	3.32	2.97	3.03	3.00
Counselor-Secondary	2.83	2.79	3.13	3.76	3.03	3.31	2.69
Language: Modern-Spanish	2.77	2.68	2.95	3.34	2.88	2.84	2.47
Teaching fields with slight surplus of teachers (2.64-1.85):							
Journalism	2.63	2.81	2.77	2.98	2.50	2.54	2.85
Language: Modern-French	2.59	2.49	2.58	2.68	2.49	2.15	2.15
Speech	2.51	2.76	2.85	2.50	2.47	2.48	2.46
Language: Modern-German	2.51	2.48	2.58	2.70	2.17	2.28	2.03
Home Economics	2.44	2.43	2.54	2.85	2.67	2.37	2.62
Social Worker (School)	2.27	2.34	—	—	—	—	—
Elementary-Intermediate	2.11	2.26	2.56	2.84	2.33	1.97	1.90
Elementary-Primary	2.11	2.02	2.24	2.77	2.19	1.84	1.78
Art	1.92	1.84	2.00	2.45	2.06	1.72	2.14
Teaching field with considerable surplus of teachers (1.84-1.00):							
Health Education	1.75	1.90	2.24	2.17	2.16	2.38	2.27
Social Science	1.75	2.11	2.05	1.98	1.83	1.51	1.51
Physical Education	1.54	1.72	1.80	1.82	1.67	1.86	1.74

Key: 5 - Greatest Demand, 1 - Least Demand

— indicates data were not available

Based upon a survey of teacher placement officers

SOURCE: Association for School, College and University Staffing—James N. Axin

Average Salary Reports

REGION		Special Education		Elementary-Secondary	
		Bachelors	Masters	Bachelors	Masters
REGION 1	1980-81	12,086	12,890	11,885	12,880
	1981-82	12,651	13,750	12,410	13,417
	1982-83	13,275	14,500	13,038	14,250
REGION 2	1980-81	11,612	12,537	11,612	12,537
	1981-82	12,505	13,510	12,505	13,510
	1982-83	13,000	14,922	13,707	14,772
REGION 3	1980-81	13,106	14,854	12,733	14,361
	1981-82	14,157	15,389	13,742	15,475
	1982-83	15,081	16,550	14,421	15,700
REGION 4	1980-81	11,424	13,981	11,224	13,032
	1981-82	13,291	15,438	12,756	14,883
	1982-83	12,789	—	12,051	—
REGION 5	1980-81	11,040	11,688	10,275	10,950
	1981-82	11,792	12,503	11,175	11,725
	1982-83	12,903	13,813	12,642	13,302
REGION 6	1980-81	11,524	12,450	11,014	12,425
	1981-82	12,078	13,396	11,496	12,967
	1982-83	11,750	12,750	12,000	12,750
REGION 7	1980-81	11,896	12,947	11,583	12,930
	1981-82	12,503	13,958	12,090	14,040
	1982-83	13,213	15,477	12,890	15,054
REGION 8	1980-81	11,000	11,750	11,000	11,750
	1981-82	11,875	12,500	11,875	12,500
	1982-83	12,875	13,875	12,875	13,875
REGION 9	1980-81	9,500	10,500	9,354	10,500
	1981-82	10,000	11,100	10,332	11,100
	1982-83	10,500	11,750	10,365	11,000
ALASKA	1980-81	21,000	24,000	21,000	24,000
	1981-82	22,000	25,000	22,000	25,000
	1982-83	22,000	25,000	22,000	25,000
HAWAII	1980-81	—	—	—	—
	1981-82	13,271	14,245	13,271	14,245
	1982-83	14,598	15,669	14,598	15,669

The above average salary reports for beginning teachers are from data furnished by survey respondents. TP's averages in some cases are based upon limited salary input, thus reliability is not assured.

Regions are coded as follows: Alaska; Hawaii, 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast.

— indicates data were not available

SOURCE: Association for School, College and University Staffing—James N. Axin

'Town-Gown' Projects

Continued from Page 14

logical literacy, according to Superintendent of Schools Wilmer S. Cody.

The University of Alabama at Birmingham is currently conducting a survey of local businesses to determine what skills they will require of future employees. University faculty members will work closely with school teachers and administrators to develop the new curriculum.

Research on Effective Schools

In Seattle, Donald J. Steele Jr., superintendent of District I schools, is looking to the University of Washington primarily to provide research on effective schools, minority development, and parental attitudes.

"We're being pragmatic and asking the university to do what it does best—research. We think the university can help us become more competitive with the private schools," Mr. Steele says.

Conference Begins

Another organization concerned about improving the link between schools and colleges, the Carnegie Foundation for the Advancement of Teaching, will convene a meeting at Yale University on the subject this week.

Educators attending the "Excellence in Teaching: A Common Goal" conference will hear Ernest L. Boyer, the president of the foundation and a former U.S. commissioner of education, discuss the role of improved teacher education in developing stronger links between secondary and postsecondary institutions.

In addition, Gene Maeroff, education reporter for *The New York Times* and author of a special Carnegie report entitled *School and College: Partnerships in Education*, will discuss findings from his coast-to-coast study of the collaborative efforts that are now being firmly established.



Wayne State University Prof. Robert Thomas helps Detroit students gain 'hands-on' technical experience.

Progress in Special-Ed. Slows

Continued from Page 10

that little attention was given to in-service training for teachers despite a general consensus that training was important. "The fiscal restraints that interrupted expansion in programs and services during the past two years probably also inhibited the expansion of training," the researchers explained in the report.

Nevertheless, as a result of the school systems' incorporation of the law's provisions, and despite the financial problems, more handicapped children have been identified and helped than would have been without the federal law, according to the report.

That finding is supported in another report, "The Rights of Handicapped Students," prepared by the Law and Education Center of the Education Commission of the States (E.C.S.).

The report notes that public schools routinely excluded handicapped children 10 years ago. Now, more than 4 million handicapped students receive special-education services.

In general, the E.C.S. researchers also found that school principals and regular teachers have become more

aware of special education and more accepting of handicapped children.

"Although various factors interacted in unique ways in each site, we investigated the relative importance of P. L. 94-142, compared with other factors, in causing change in special education over the past four years," the researchers explained.

Law Enhanced Change

They concluded that in the absence of the handicapped-education law, other factors such as school characteristics, court suits, and state regulations would have been less effective in bringing about changes. The law enhanced change, they said, "largely because of the legitimacy it gave educators and parents of handicapped children (and in many cases, because of the money associated with it)."

The researchers argue that instead of being the catalyst it once was, the law is now becoming more important as a "tool" for holding on to the gains that have been made in serving handicapped children.

Copies of the report can be obtained at a cost of \$13 from the Social Sciences Center, E.C.S. International, 333 Ravenswood Ave., Menlo Park, Calif. 94025.